DOCUMENT RESUME

ED 336 822 EA 023 269

TITLE	Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1989 to June 30, 1990.
INSTITUTION	New Jersey State Dept. of Education, Trenton.
REPORT NO	PTM-1031.00
PUB DATE	Apr 91
NOTE	45p.; For previous report, see ED 321 380.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Annual Reports; Crime; Elementary Secondary Education; *Public Schools; Records (Forms); Records Management; *School Safety; *School Vandalism; *State Action; Substance Abuse; *Violence
IDENTIFIERS	*New Jersey

ABSTRACT

New Jersey Law requires the Commissioner of Education to monitor the incidence of violence and vandalism in the public schools. Presented in this commissioner's report are summaries of district incident reports for the 1989-90 school year and comparisons with prior years (1984-89). The aggregated annual data exclude causes and circumstantial specifics and are reported under three subheadings: vandalism, violence, and substance abuse. Findings indicate a 17 percent reduction in the total number of reported incidents from the previous year, although changes in reporting methods may have been a factor. Vandalism was the most prevalent form of disruption, followed by violence and substance abuse. The most frequent school response was suspension. State programs established in response are described, such as those for alternative education, substance abuse and intervention, and excellence in education. Recommendations are made for community and interagency cooperation, citywide communication, extracurricular activities, a positive and clearly defined discipline policy, and a district prevention plan. Appendices include the public school safety law, report forms, reporting instructions, definitions, a directory of regional curriculum services units, a list of department publications, and State Board resolutions. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED336822

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1989 to June 30, 1990

JOHN ELLIS
Commissioner

New Jersey State Department of Education
225 West State Street, CN 500
Trenton, New Jersey 08625-0500

EA 023 269

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Vespucci

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1989 to June 30, 1990

JOHN ELLIS
Commissioner

Prepared under the direction of the
Division of General Academic Education
Luis J. Salgado
Assistant Commissioner

New Jersey State Department of Education
225 West State Street, CN 500
Trenton, New Jersey 08625-0500

April, 1991

PTM 1031.00

STATE BOARD OF EDUCATION

JAMES A. JONES..... Teaneck
President

ROBERT A. WOODRUFF..... Elmer
Vice President

S. DAVID BRANDT..... Cherry Hill

RONALD K. BUTCHER..... Pitman

MAUD DAHME..... Annandale

BETTY A. DEAN..... East Orange

ANNE S. DILLMAN..... Perth Amboy

BONNIE GREEN..... Bargaintown

CARLOS HERNANDEZ..... Jersey City

ALICE A. HOLZAPFEL..... Elizabeth

JOHN T. KLAGHOLZ..... Seaside Park

NANCY SCHAENEN..... Madison

DEBORAH P. WOLFE..... Cranford
Representing the State Board of Higher Education

John Ellis, Commissioner of Education
Secretary

Edward D. Goldberg, Chancellor of Higher Education
Ex-Officio

TABLE OF CONTENTS

	Page
Introduction	i
Background	1
Findings	3
Department Response	12
Recommendations	19
Appendix A. Public School Safety Law	21
Appendix B. Forms for Reporting	23
B.1. Vandalism, Violence, and Substance Abuse Incident Report	25
B.2. Annual Report of Vandalism, Violence, and Substance Abuse, 1989-90 School Year	26
Appendix C. Annual Report of Vandalism, Violence, and Substance Abuse Reporting Instructions	27
Appendix D. Definitions	28
Appendix E. Directory of Regional Curriculum Services Units	30
Appendix F. List of Department Publications	31
Appendix G. State Board Resolutions	33
G.1. New Jersey Project on Student Expectations	35
G.2. Expectations for Student Behavior	36
G.3. Student Codes of Conduct	37
G.4. Developing Character and Values in New Jersey Students	38
Appendix H. Revised Forms for Reporting, 1990-91	39
H.1 Vandalism, Violence, and Substance Abuse Incident Report	41
H.2 Definitions	42

TABLES

		Page
1.	Incidents by County, 1989-90	7
2.	Incidents by Type, 1989-90	8
3.	Incident Trends 1984-90	9
4.	Estimated Cost of Vandalism, 1989-90	10
5.	Actions Taken by School Districts, 1989-90	11

Figure 1. Six-Year Trends 9

INTRODUCTION

New Jersey Law, Chapter 163, enacted in October of 1982, requires the Commissioner of Education to monitor the incidence of violence and vandalism in the public schools of the state (see Appendix A). To assist the Commissioner in fulfilling this requirement, forms and procedures were developed for local districts and county offices of education to report the occurrences of violence and vandalism. Separate forms are provided to districts for reporting incidents and for summarizing incident reports annually. Copies of the forms are found in Appendix B.

The law requires any school employee observing or having direct knowledge from a participant or victim of an act of violence to file a report describing the incident to the school principal. It further states that a copy of such report shall be forwarded to the superintendent of schools for that district. The Commissioner has directed that each school district shall annually, on or before August 15, forward a report to the county superintendent of schools regarding incidents of violence and vandalism.

The county superintendent, in turn, aggregates the district reports to compile a county summary of all reported incidents for the year. The data that form the basis for the report are collected by the Division of County and Regional Services and reviewed and analyzed by the Division of General Academic Education.

This report summarizes the incident reports prepared by the districts for the 1989-90 school year and makes comparisons with prior years (1984-1989) for the purpose of noting trends.

The data collected for this report do not identify the causes of acts of violence, vandalism, and substance abuse in schools. Further, the data as aggregated do not provide specifics on date, time, location, causes, or circumstances surrounding incidents.

BACKGROUND

This report is based on information received in county offices of education from local school districts in summary form. Individual incident report forms are used by district staff to report incidents to the school principal. These individual reports then are summarized, and an aggregated annual report is prepared under the supervision of the chief school administrator for transmission to the county office of education. These summaries are forwarded to the Division of General Academic Education for analysis and preparation of this report.

An incident is defined as "an act of malicious intent to injure another individual or willfully destroy property." There are three incident classifications: incidents of violence, incidents of vandalism, and incidents of substance abuse. Districts have been advised to report all incidents, including those in which there is doubt about the seriousness of the act.

To reduce the tendency to under-report offenses, a degree of anonymity was provided by requiring district to retain at the local district level the detailed individual incident reports on forms provided by the New Jersey State Department of Education. Reporting beyond the district level was confined to an aggregation of offenses by both the district and the county superintendents. From experience gained in collecting the data contained in the 1982 Final Report on the Statewide Assessment of Incidents of Violence, Vandalism and Drug Abuse in the Public Schools, it was determined that this less-detailed process of reporting would provide sufficient information to fulfill the legislative requirements and to meet the program planning needs of the department. The reporting instructions are described in Appendix C. The Department of Education used the county aggregated reports to compile this report for the period July 1, 1989 to June 30, 1990.

All incidents are reported at the school level on form MIS M010050688. These forms are summarized and reported to county offices of education on an annual report form MIS M01000486. See Appendix B for copies of both forms.

Types of Incident

Incidents are reported under the subheadings: vandalism, violence, and substance abuse. Under each of these subheadings, there are definable types of incidents.

There are 8 types of vandalism, as follows:

1. Arson
2. Bomb Offense
3. Breaking and Entering
4. Damage to Property
5. Firework Offense
6. Theft/Larceny
7. Trespassing
8. Other/Multiple Vandalism Category Incidents

The inclusion of the category "Other" reflects the occurrence of hard to classify incidents.

There are 7 types of violence, as follows:

1. Assault with a Weapon
2. Assault without a Weapon
3. Battery
4. Possession of a Weapon
5. Robbery/Extortion
6. Sex Offense
7. Other/Multiple Violence Category Incidents

There are 7 types of substance abuse, as follows:

1. Use-Alcohol
2. Use-Marijuana
3. Use-Other
4. Trafficking/Possession - Alcohol
5. Trafficking/Possession - Marijuana
6. Trafficking/Possession - Other
7. Multiple Substance Abuse - Incidents

Finally, there is a listing for Multiple-Category incidents. These are incidents which can include elements of one or more of the above categories. For example, an incident might occur in which vandalism and substance abuse are both present.

FINDINGS

This section is based on data provided by New Jersey school districts reporting the frequency and kinds of incidents of violence, vandalism, and substance abuse in all New Jersey public schools for the 1989-90 school year.

All Incidents

For the 1989-90 school year, New Jersey schools reported a total of 17,414 incidents, a 17 percent reduction from the previous year's total of 21,027.

As in all previous recorded years, incidents of vandalism are more numerous than incidents of violence and substance abuse, accounting for 52 percent of the total of all incidents. Incidents of violence are second in frequency, and incidents of substance abuse are third. Multiple-category incidents, involving any combination of the three major categories, are the least frequent (Tables 1 and 2).

Vandalism

Vandalism was the most prevalent form of disruption in New Jersey public schools during the 1989-90 school year. There were 11,044 recorded incidents of vandalism, 25 incidents more than last year's reported total (Table 3).

Of the eight types of vandalism reported, the most frequently occurring were the 5,725 incidents of property damage, accounting for 52 percent of the total (Table 2). Second in frequency were 1,907 thefts, accounting for 17 percent of the total. Trespassing, fireworks, and breaking and entering offenses counted for another 23 percent of the total incidents reported in this category.

Cost of Vandalism

As part of their annual reports on disruption in the schools, New Jersey school districts provide an estimate of the cost of vandalism for the year (Table 4). The total reported cost of acts of vandalism in the schools of New Jersey for the 1989-90 school year was $5,314,543. This was $2,809,893 more than last year's reported cost of vandalism. It should be noted that almost $2 million of the increase in valdalism cost was attributable to one incident in Essex County in which an entire school building was lost from a fire. Since costs are not reported by type of incident, it is not practical to determine a per incident cost.

Violence

Violence was the second largest category of events, with 4,932 recorded incidents, a 32 percent reduction from last year's total (Table 1). There were 2,594 assaults, the largest number of incidents reported in this

category, accounting for 53 percent of the total (Table 2). Of these, 187 were assaults committed with a weapon. Incidents of battery were next most frequently reported, with 1,719 occurrences. Sex offenses were the least frequent, with 60 occurrences.

Substance Abuse

This is the third category of events reported by schools. As in all previous years, it is the least frequently occurring of the major types of in-school disruption. This year there were 1,279 events of substance abuse by students (Table 1). This represents a 28 percent decrease from last year's total of 1,773 (Table 3).

The most frequent kind of in-school substance abuse was use of alcohol with 443 occurrences (Table 2). This was a 29 percent decrease from the previous school year. Second was use of marijuana with 216 events. This was a significant drop from the 409 such instances reported last year.

Possession of and trafficking in alcohol and drugs are also recorded. This year, possession and trafficking happened slightly more often with substances other than alcohol or marijuana. There were 102 recorded other-substance events as compared with 79 related to alcohol and 89 for marijuana.

Six-Year Trends

The data reported by school districts annually to the Department of Education as required by law (Appendix A) were analyzed for six years (Table 3 and Figure 1). The number of incidents peaked in 1985-86 and has declined to a total of 17,41[illegible] for 1989-90 which is below the base year total of 22,182 reported in 19[illegible]-85.

For the 1989-9[illegible] year, there were 3,613 fewer total incidents reported than for 1988-89. While this represents a statistically significant decrease, much of this decline can be accounted for in the data from Mercer County, which reported a 79 percent decrease in incidents. Upon review by the Mercer County Superintendent of Schools, it was determined that changes in reporting methods in the Trenton School District were responsible for much of the decline. In previous years, Mercer County's incident reports were suspected of being artifically high, based on the county student population and comparisons with other larger counties. The current reporting methods in Trenton are now consistent with those followed by most districts.

Due to the magnitude of the statistical artifact noted above, few conclusions can be drawn regarding how the statewide totals of reported incidents for 1989-90 compare with recent years. The data reported by individual counties do provide some indication of changes over time, however. In addition to the decline reported by Mercer County, the following eleven other counties reported decreases in numbers of incidents between the 1988-89 and 1989-90 reporting years: Atlantic, Bergen, Cape May, Gloucester, Middlesex, Morris, Ocean, Passaic, Salem, Sussex and Warren. (The level of decline reported by Atlantic and Gloucester counties was statistically significant.)

The following eight counties reported increases in the number of incidents from the previous year: Burlington, Camden, Cumberland, Essex, Hudson, Monmouth, Somerset and Union. (Only Burlington County's increase was statistically significant.)

Hunterdon County showed no change in the number of incidents reported.

School District Responses

In responding to disruption, school districts have several options including routine discipline, suspension from school, reports to police, parental contact, and, in extreme cases, expulsion. School districts report all such actions taken as part of the system on which this report is based. This year there were a total of 15,917 such actions, about the same as last year's total (Table 5). The most frequent action by school districts in confronting disruption was suspensions from school; 6,172 such actions were reported, accounting for 39 percent of the total.

Referrals to police was the second most frequent response to school disruption, with 3,982 such actions taken. Routine school discipline was third with 1,985. There were 40 reported recommendations for expulsion from school as a result of disruption.

Measures Taken to Improve Reliability of Reporting

Questions about the reliability of some school district violence and vandalism incident reports have been raised due to the differences in the numbers of reported incidents between counties when compared with the county student populations. In an effort to improve the reliability of the report, a committee was established in February, 1990, to review and make recommendations regarding reporting procedures. The committee consisted of representatives from the New Jersey Education Association, the New Jersey School Boards Association, and the New Jersey Principals and Supervisors Association, as well as Department of Education staff from the divisions of County and Regional Services and General Academic Education.

The committee reviewed violence and vandalism data collection procedures in two counties and made recommendations based on feedback from all levels of the reporting system. The following actions have been taken as a result of the committee's recommendations:

- The Vandalism, Violence, and Substance Abuse Incident Report was revised to clarify reporting categories. The definitions used on the report form were updated, and the reporting categories modified accordingly. Trend data will still be available utilizing data collected from the revised form. A copy of the revised form is included as Appendix H.

- County superintendents of schools reviewed the reporting system and distributed the revised report form at county roundtable meetings of chief school administrators during the fall, 1990.

A review of the success of these measures will be completed following compilation of report data from the 1990-91 school year in October, 1991.

Table 1. Incidents by County, 1989-90

County	Violence	Vandalism	Substance Abuse	Multiple	Total
Atlantic	208	176	39	7	430
Bergen	217	1,572	119	4	1,912
Burlington	386	500	99	0	985
Camden	227	777	37	61	1,102
Cape May	60	65	26	0	151
Cumberland	193	134	38	1	366
Essex	453	2,550	66	12	3,081
Gloucester	242	368	31	0	641
Hudson	384	568	142	18	1,112
Hunterdon	58	130	15	0	203
Mercer	372	484	53	36	945
Middlesex	208	546	122	2	878
Monmouth	437	662	124	4	1,227
Morris	130	588	55	0	773
Ocean	554	463	61	0	1,078
Passaic	212	263	45	1	521
Salem	9	78	18	0	105
Somerset	101	344	42	13	500
Sussex	144	160	28	0	332
Union	327	544	103	0	974
Warren	10	72	16	0	98
Totals	4,932	11,044	1,279	159	17,414

Table 2. Incidents by Type, 1989-1990

Type	No.
Vandalism	
Arson	163
Bomb Offense	91
Breaking and Entering	925
Property Damage	5725
Fireworks	1077
Theft/Larceny	1907
Trespassing	572
Multiple Category	584
Violence	
Assault with Weapon	187
Assault without Weapon	2407
Battery	1719
Possession of Weapon	299
Robbery/Extortion	56
Sex Offense	60
Multiple Category	204
Substance Abuse	
Use-Alcohol	443
Use-Marijuana	216
Use-Other	240
Traffic/Possess Alcohol	79
Traffic/Possess Marijuana	89
Traffic/Possess Other	102
Multiple Substance	110
Multiple Category Incidents	159
Grant Total	17,414

Table 3. Incident Trends 1984-1990

Type	Y84-85 1	Y85-86 2	Y86-87 3	Y87-88 4	Y88-89 5	Y89-90 6
Vandalism	12710	13087	13079	11128	11019	11044
Violence	5079	7981	7808	8053	7274	4932
Substance	2835	3563	2417	2370	1773	1279
Multiple	1558	474	321	616	961	159
Total	22,182	25,105	23,625	22,167	21,027	17,414

Figure 1. Six-Year Trends

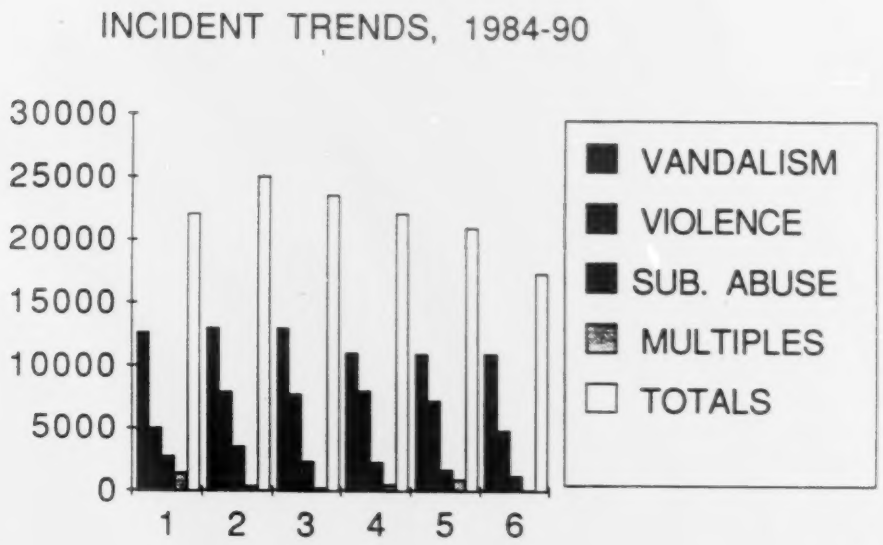

Table 4. Estimated Cost of Vandalism, 1989-90

County	Estimated Cost
Atlantic	$ 51,137
Bergen	280,518
Burlington	89,870
Camden	115,065
Cape May	8,912
Cumberland	20,039
Essex	533,020
Gloucester	78,373
Hudson	124,929
Hunterdon	45,026
Mercer	82,483
Middlesex	184,285
Monmouth	941,200
Morris	105,498
Ocean	219,648
Passaic	73,266
Salem	17,354
Somerset	100,803
Sussex	2,054,370+
Union	178,326
Warren	10,421
Total	$5,314,543

+ Includes cost of destruction by fire of one school.

Table 5. Actions Taken by School Districts, 1989-90.

	Police	Expel	Suspend	Discipline	Other	None	Sub-Totals
Atlantic	82	2	256	48	20	54	462
Bergen	374	2	790	107	187	299	1759
Burlington	338	0	438	0	50	67	893
Camden	273	1	311	69	79	384	1117
Cape May	36	0	95	12	22	8	173
Cumberland	82	4	246	19	94	9	454
Essex	635	4	430	174	455	292	1990
Gloucester	142	2	395	282	27	143	991
Hudson	290	1	183	149	80	43	746
Hunterdon	51	1	79	72	2	12	217
Mercer	88	0	369	147	122	28	754
Middlesex	255	8	366	80	136	131	976
Monmouth	154	2	508	283	70	58	1075
Morris	286	0	197	34	63	194	774
Ocean	194	1	624	145	27	59	1050
Passaic	152	3	182	33	53	32	455
Salem	38	0	19	19	0	13	89
Somerset	154	1	186	159	15	57	572
Sussex	41	0	140	134	29	65	409
Union	298	8	337	16	11	198	868
Warren	19	0	21	3	6	44	93
Total	3,982	40	6,172	1,985	1,548	2,190	15,917

DEPARTMENT RESPONSE

The New Jersey State Department of Education has studied the effects of violence and vandalism for several years, and this report has become an essential barometer in determining current and future department initiatives. Programs established in response to this report include: Grant Program to Reduce Student Disruption in Schools; Substance Abuse Prevention and Intervention; the New Jersey Project on Student Expectations; HIV/AIDS Prevention Education; Classroom Management and Student Development; Teenage Pregnancy Prevention; Adolescent Suicide Prevention, and Developing Character and Values in New Jersey students.

In the Division of General Academic Education, the Bureau of Student Behavior and Development develops programs and products, such as research monographs, curriculum and educational program guidebooks, and publications, about successful programs and practices that facilitate and influence positive student development, behavior, and achievement. Each program is evaluated by staff who collect and analyze data for the purpose of recommending future planning and direction for the bureau. In fulfilling the bureau's mission, staff look to the physical and social well-being of students and the successful completion of their elementary and secondary school education program. The following describes current efforts.

Alternative Education Programs

In June of 1985, the department established A Grant Program to Reduce Student Disruption in Schools to focus on those students whose disruption was serious enough to warrant removal from the school for varying lengths of time. Under this program, six projects received $2 million dollars from the department during 1986 and 1987 to remove chronically disruptive youth from the regular school program where they interfered with schooling and provide them with an opportunity to continue education in alternate settings, thereby enabling them to learn more responsible behavior, as well as the competencies they need to lead productive lives.

The purpose of the grant program was threefold:

- to provide resources for school districts to develop and implement alternative school programs for chronically disruptive students;
- to identify models from among the funded programs; and
- to make such models available to other districts throughout the state as part of New Jersey's continuing efforts to reduce school disruption.

The two-year program development phase was completed in June, 1988. Results of the program are reported in A Grant Program to Reduce Student Disruption in Schools: Evaluation Reports, published in April, 1989.

Since these programs have reduced student disruption in schools and provided alternative learning opportunities for chronically disruptive students, the department provided for the dissemination of information and technical assistance to school districts interested in programs for the chronically disruptive student during the 1988-89 school year. As a result of the success of the initial alternative school grant projects, the department also has initiated a second phase of the program. The new initiative, known as Project P.A.S.S.: Promoting Alternative School Success, has offered planning grants to five urban districts for the 1990-91 school year to assist them in developing alternative schools.

Substance Abuse Prevention and Intervention

The department has launched an intensive drug and alcohol education effort to prevent drug and alcohol abuse. For more than ten years, the department has worked with the New Jersey State Department of Health under a cooperative agreement to develop school-based strategies to deal with the problems of drug and alcohol abuse.

The following is a listing of several current projects that demonstrate the department's commitment to prevent substance abuse throughout all the schools in New Jersey:

- A drug and alcohol education specialist has been assigned to each of the three regional curriculum services units (RCSUs). The specialists provide curriculum and program assistance to about 90 districts per year and train about 1,000 staff each year.

- The Drug and Alcohol Abuse Prevention and Intervention Plan was adopted by the State Board of Education in 1987 to facilitate local school district compliance with relevant state requirements and to set an agenda for program development.

- The Governor's Cabinet Working Group was established to make recommendations for and supervise implementation of the Blueprint for a Drug-Free New Jersey, announced in 1986. The Department of Education actively participated in the deliberations of the Working Group in order for state government to deliver a comprehensive and coordinated effort to prevent substance abuse by school-age children. In March, 1989, a law was enacted to create a permanent agency to plan and coordinate state government response to this problem, the Governor's Council on Alcoholism and Drug Abuse. The Department of Education is represented on the Council and two of its working committees.

- Two laws enacted in 1987 (P.L. 1987 c.387 and c.389) refined existing drug and alcohol school district mandates and established the basis for a number of specific initiatives indicated below in support of the Cabinet Working Group's recommendations.

- The Drug-Free Schools and Communities Act of 1986 appropriated $4.9 million in federal funds for state and local district drug and alcohol prevention activities in FY 90.

- An Elementary School Intervention Grant Program has piloted research-based elementary level prevention/intervention programs in ten local districts.

- The Substance Awareness Coordinator (SAC) Grant Program, initiated in the 1988-89 school year for a three-year period, has enabled 65 districts to hire 69 full-time SACs to manage their districts' prevention/intervention programs.

- A Chemical Health Education Guide was developed and disseminated by the Department of Education in 1987 to help ensure that local districts have up-to-date information, resource materials, and guidance in preparing their drug and alcohol instructional programs. A revised guide will be disseminated to local districts in 1991.

- Student Assistance Program Core Team Training has been offered to school districts with secondary grades since 1986. The building level core teams are trained to help identify, assess, and refer students with drug and alcohol problems. In the 1989-90 school year, 35 school district teams were trained.

- New administrative code was developed by the Department of Education and adopted by the State Board of Education in 1986 and amended in 1990 to guide local boards of education in their development of policies and procedures regarding alcohol and drug-related programs in the school setting.

- New administrative code was developed by the Department of Education in cooperation with the Department of Law and Public Safety to guide local boards of education in their adoption of policies and procedures when cooperating with law enforcement drug operations and activities in or near schools. The State Board of Education adopted the Enforcement of Drug Free School Zones regulations in June, 1989.

Through this approach of information, training, and pilot programs, New Jersey has begun to make significant progress in reducing the prevalence of drug use among our youth. Between 1980 and 1989, there was a 27 percent decrease in annual or more frequent marijuana use reported by New Jersey high school students; the regular use of this drug was cut dramatically from 12.8 percent to 3.3 percent over the same period. Although annual or more frequent alcohol use remains quite high (76.5 percent), there was an 11.6 percent decrease (from 21.6 percent to 10 percent) in regular use of alcohol among New Jersey high school students during the same nine years.

Students At Risk and Dropouts

A growing number of students have been identified as being at risk of failing or dropping out of school. The department is concerned about the unique problems of this group and has intensified its study of programs that can increase academic progress, create more positive behavioral attitudes among this population, and improve the holding power of schools.

The department's response to this issue has been to provide leadership through initiatives and programs for special populations of youth included under the broad "umbrella" terms of disaffected and at-risk. New Jersey has established the following grant programs and mandates:

- New Jersey Project on Suicide Prevention provides school districts with training and technical assistance on school-based suicide preventive programs and offers help to educators and community mental health service providers to establish crisis intervention and prevention programs. The department allocated $44,400 in 1989-90 to continue support services for those districts requesting assistance and to augment the capacity of county agencies to respond to those crises. A publication of the Governor's Advisory Council on Youth Suicide Prevention (on which the department is represented) entitled Youth Suicide Prevention: Meeting the Challenge in New Jersey Schools was disseminated by the Department of Education to all school districts in 1989.

- Family Life Education (FLE) is an educational mandate for students in grades K-12. Department activities related to family life education include programs in child abuse and neglect and adolescent pregnancy. Adopted by the New Jersey State Board of Education in 1980 and re-adopted in 1985 and again in 1990, FLE requires the teaching of interpersonal relations, human sexuality and development, decision making, and family life.

- High School Proficiency Test (HSPT) Summer Assistance Programs provide funding for summer pilot remedial programs for urban students who failed the first administration of the test; support the development of comprehensive remedial plans for all students who did not pass the test; and provide grants to support urban and county vocational school districts with poor test performances. The effort was initiated in 1985 and continues through 1990.

- Child Abuse and Neglect has been addressed by the department in a variety of ways. The State Board of Education adopted code on March 1, 1989, requiring school districts to develop uniform policies and procedures for reporting allegations of child abuse and neglect. A model affiliation agreement to be used by school districts and local offices of the Division of Youth and Family Services (DYFS) was developed jointly by the department and DYFS. It was published in Child Abuse and Neglect: A Professional's Guide to Identification, Reporting, Investigation and Treatment, which was developed by the Governor's Task Force on Child Abuse and Neglect. The department is represented on this task force.

To assist school d ricts with including child abuse and neglect instruction in t. r curriculum, the department developed a bibliography of resources and disseminated it to all school districts. With the assistance of the Division of Youth and Family Services, the department developed in-service training for all public school district staff, which was delivered statewide in 1990.

- Urban Dropouts Project supported 12 drop-out project sites in urban centers during 1989-90. In addition to providing instruction to prepare teenagers for the General Equivalency Diploma (GED), these programs offer personal and career counseling for urban dropouts. Some programs offer employment and job training opportunities.

- School-Based Youth Services initiative is an effort sponsored by the New Jersey Depa ent of Human Services in cooperation with the Department of Educa n to address the problems o drug and alcoho. abuse, suicide, te age pregnancy, welfare dependency, family instability, and mental illness. Six million dollars was appropriated to establish this grant program. Competitive grants are made annually to 29 school districts in the amount of $250,000 each to develop effective programs.

- Partners in Learning has identified successful model parent involvement programs and is providing special assistance through a grant program to 30 schools as they implement effective parent involvement programs. The two-year grant program began in April, 1989.

- 10,000 Graduates...10,000 Jobs is designed to place 10,000 urban high school graduates in entry-level jobs by 1992. This program offers an incenti e for urban students to complete high school and provides New Je ey's b inesses and industries with the well-prepared gra ates the eed.

- Prekindergarten for Urban Ch dren in New Jersey ha identified the Newark, Jersey City, and East Orange school districts as pilots to provide academic, health, counseling, and infant care services for three- to four-year-old children and their parents. The department is cooperating with the Department of Human Services to implement this five-year grant program.

Developing Character and Values in New Jersey School Students

An advisory council established by the department has defined a set of common core values essential to our society: civic responsibility, respect for the natural environment, respect for others, and respect for self. The State Board of Education adopted a resolution recommending that each district board of education establish a citizen's advisory group to develop a plan for implementation of core values in their local communities. A statewide conference, training for local districts, and the identification of effective programs in New Jersey schools are the next activities planned to advance the character and values initiative.

Effective Schools

From September, 1986, through June, 1989, 17 schools were funded by the Effective Demonstration Schools Grant Program. These schools, diverse in their student population, size, and geographic setting, participated in an improvement program with the hope of demonstrating that collaborative planning engaged in by teams of teachers and parents in each building can lead to ongoing and increasing effectiveness for all students.

At the end of the three-year program, all sites met self-established timelines and target dates outlined in program plans. All participating schools also increased their skills in collegial planning for school improvement. Teams became better able to uncover and explore problems that are under the control of the school and to propose and implement solutions to those problems. All schools found that collaborative school improvement planning resulted in institutional improvements and better outcomes for students.

City Schools of Excellence

This new department initiative expands on what has been learned from previous district and school improvement efforts. Fifty school sites were selected to receive assistance for this three-year grant program that began in the 1989-90 school year. Selected schools demonstrated a need for improvement and a willingness and ability to change. Assistance and grants are being provided to enable these schools to engage in collaborative team approaches to school improvement planning.

New Jersey Project on Student Expectations

The New Jersey Project on Student Expectations has become the focal point of several local district initiatives to develop positive student behavior. Local boards of education have passed resolutions to adapt the eight statements of student expectations to meet their needs. In some districts, the statements are displayed on bulletin boards and in classrooms and are printed and distributed on student cards. Letters have gone to parents, encouraging their participation in preparing their children to live up to these expectations.

The department has developed three products in connection with this initiative: (1) an information packet that includes a poster and student card listing eight student expectations (see Appendix G for a list of these expectations); (2) a booklet, Identifying and Fostering Positive Student Behavior; and (3) a final survey report that includes local district project descriptions. These materials are intended for local districts or schools to use to develop student expectations as a means of improving student behavior and school achievement.

The survey, conducted in January, 1987, was designed to examine the use of project materials in New Jersey schools. Survey questionnaires were sent to all New Jersey schools and school district offices. There were 580 completed

forms for analysis. Of these, 366, or 63 percent, indicated that they had engaged in project activity. These 366 returns were from schools or central offices in 344 separate New Jersey school districts.

In summary, outcomes of the project to date include:

- Approximately 60 percent of the respondents, or 219 schools, used the materials to develop a list of student expectations and incorporated the materials into classroom instruction.
- Among the outcomes of the project reported, 117 schools achieved improved student behavior, and 141 achieved improved school climate.
- The materials were used both by teachers (62.3 percent) and by students (48.6 percent).
- The materials were rated from good to excellent by 73.7 percent of all respondents to the survey.

Publications

The New Jersey State Department of Education has developed a number of publications to assist administrators and teachers in their work to improve student behavior. These publications address the behavioral issues and problems which educators may experience in their schools. In these publications, well-documented theories, research, programs, and practices are discussed in necessary detail for their application in schools and classrooms.

A copy of each publication is generally distributed to a district's chief school administrator. Copies also are distributed through training activities that usually are offered through the department's three regional curriculum services units (RCSUs). The RCSUs now provide some of the best resources for identifying successful school programs. (See Appendix E).

Copies of the publications may also be purchased from the Office of Forms and Publications, New Jersey State Department of Education, CN 500, 225 West State Street, Trenton, New Jersey 08625.

A list of the recent documents and their dates of publication is provided in Appendix F.

RECOMMENDATIONS

The Department of Education has studied the problems of violence and vandalism and drug and alcohol prevention for the past several years. Although there is no single cause for the myriad problems of violence and vandalism in the school community, the department, in light on its study, establishes the following general recommendations for review by local districts:

1. School Practice

Schools are not solely responsible for the problems of violence and vandalism. Other elements of the community share responsibility on both ends of the continuum, from identifying causes of problem behavior to providing prevention and treatment.

The department recommends the effective schools approach to engage teachers and parents as partners in learning, as well as in looking at school improvement.

It is strongly recommended that school districts create a climate of full participation and cooperation with all elements of the community, particularly community-based mental health and substance abuse treatment centers. This can improve methods for identifying and dealing with problem behavior.

2. Interagency Activities

The department also strongly urges that local school officials work cooperatively with law enforcement agencies and family court authorities to develop specific plans to reduce violence and vandalism, as well as drug and alcohol abuse. Development of county-level task forces can be used successfully to deal with the problems from a broader base of knowledge, information, and experience. Local districts are encouraged to contact their local and county agencies for support in dealing with violence and vandalism, as well as drug and alcohol abuse.

3. Communication Across the Community

The more informed the school community is about school problems and t steps the school district is taking to eliminate them, the better the probability of success. The department recommends orientation programs that inform staff, parents, and other community residents about the nature and scope of the violence, vandalism, and drug and alcohol problems. These programs should lead to the development of a community-wide plan and action to reduce the problem.

4. Co-Curricular Activities

No discussion on the development of self-esteem through curricular activities can ignore the need for co-curricular and extracurricular activities. Such activities often speak directly to those attributes of the individual pupil that may not be addressed elsewhere in the school program. Students can often find opportunities for acceptance and recognition by participating in co-curricular and extracurricular activities. Since these activities can contribute greatly to the pupil's development of self-worth, it is recommended that curriculum needs assessment and evaluations be broadly conceived to address co-curricular and extracurricular activities of the school program.

5. District Discipline Policy

Although discipline may seem contrary to the notion of developing self-esteem and self-worth, it is nonetheless necessary and essential to the development of a good self-image by pupils. It is essential for the individual pupil to recognize that his or her behavior contributes to the total safety and well-being of the entire school.

The department recommends, therefore, that district boards of education develop discipline policies that, on the one hand, protect students and teachers from disruptive behavior by the judicious use of appropriate measures, and yet, on the other hand, promote pride and respect for one another and one another's property. A discipline policy must hold students accountable, but it must not be oppressive to the extent that it constrains and unfairly punishes them. A good discipline policy contributes to positive feelings of self-worth and a high state of school morale.

Closely associated with a good discipline policy is the need for a well-defined written policy on student rights and responsibilities. The department recommends that any such policy be developed using the broadest possible base of participants, including students, parents, teachers, and administrators. (See Appendix G).

6. Prevention Plan

The basic unit of data is the incident report. The department recommends that the data be analyzed at the local level for type, frequency, and time of incidents so that an effective prevention plan may be developed to reduce violence and vandalism and substance abuse at the district level.

APPENDIX A

Public School Safety Law
(Effective October 28, 1982)

An Act concerning education, requiring the commissioner to monitor the incidence of violence in the public schools, supplementing Title 18A of the New Jersey Statutes and repealing P.L. 1978, c. 183 (C. 18A:4-29.1 et seq). L. 1982, C. 163.

18A:17-46. Act of violence; report by school employee; notice of action taken; annual report

Any school employee observing or having direct knowledge from a participant or victim of an act of violence shall, in accordance with standards established by the commissioner, file a report describing the incident to the school principal in a manner prescribed by the commissioner, and copy of same shall be forwarded to the district superintendent.

The principal shall notify the district superintendent of schools of the action taken regarding the incident. Annually, at a public meeting, the superintendent of schools shall report to the board of education all acts of violence and vandalism.

18A:17-47. Discharge, or discrimination against school employee who files report

It shall be unlawful for any board of education to discharge or in any manner discriminate against a school employee as to his employment because the employee had filed a report pursuant to section 1 of this act. Any employee discriminated against shall be restored to his employment and shall be compensated by the board of education for any loss of wages arising out of the discrimination; provided, however, if the employee shall cease to be qualified to perform the duties of his employment he shall not be entitled to restoration and compensation.

18A:17-48. Annual report to legislature

The Commissioner of Education shall each year submit a report to the Education Committees of the Senate and General Assembly detailing the extent of violence and vandalism in the public schools and making recommendations to alleviate the problem.

APPENDIX B

Forms for Reporting

MISM010050689

VANDALISM, VIOLENCE AND SUBSTANCE ABUSE INCIDENT REPORT

SCHOOL _____ DISTRICT _____

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

I. Where and When Incident Took Place

A. Location Inside School Facility
1 _ Cafeteria 2 _ Classroom 3 _ Corridor 4 _ Gymnasium 5 _ Lavatory 6 _ Stairwell 7 _ Other location inside school

B. Location Outside School Facility
1 _ On district owned or contracted school bus 2 _ On public conveyance 3 _ On way to or from school (car or walking)
4 _ Outside school but on school grounds 5 _ Outside school but involved with school related activity

C. Time and Date of Incident
1. Approximate Time _____ AM PM (Circle) _ Unknown (check)
a _ After school hours b _ Before school hours c _ During school hours d _ Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)
1 _ Glass breakage 2 _ Defacing property 3 _ Destruction of property 4 _ Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)

III. Type of Incident (Check all that apply)

Vandalism
Arson
1 _ Attempted 2 _ Committed
3 _ False alarm
Bomb Offense
1 _ Attempted 2 _ Committed
3 _ False alarm
Breaking and Entering
1 _ Attempted 2 _ Committed
Damage to Property (indicate type of property)
1 _ Motor Vehicle 2 _ Personal 3 _ School
Firework Offense
1 _ Attempted 2 _ Committed
3 _ Possession
Theft/Larceny
1 _ Attempted 2 _ Committed
Trespassing
1 _ Onto school property 2 _ Into school

Other Vandalism Offense (describe)
1 _ Attempted _____
2 _ Committed _____

Violence
Assault with a Weapon
1 _ Attempted 2 _ Committed
Assault without a Weapon
1 _ Attempted 2 _ Committed
Battery
1 _ Fight
2 _ Group conflict (gang fight)
Possession of a Weapon
1 _ Chain 2 _ Gun 3 _ Knife
4 Other (specify below)
Robbery/Extortion
1 _ Attempted 2 _ Committed
3 _ Other (specify below)
Sex Offense
1 _ Attempted 2 _ Committed

Other Violence Offense (describe)
1 _ Attempted _____
2 _ Committed _____

Substance Abuse
Use of
Alcohol _____
Marijuana _____
Other _____
Trafficking/Possession of
Alcohol _____
Marijuana _____
Other _____
Multiple Substance Abuse Incidents _____

(In this space, please specify all above categories checked as "other.")

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1 _ Staff 2 _ Student 3 _ Other (specify) _____
2 _ Male(s) Age(s) _____
3 _ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)
1 _ Staff 2 _ Student 3 _ Other (specify) _____
2 _ Male(s) Age(s) _____
3 _ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to Perpetrator(s)
1 _ Yes (describe) _____
2 _ No

B. Injury to Victim(s)
1 _ Yes (describe) _____
2 _ No

VI. Person Completing this Form (school employee only)

_____ _____ _____
Signature Title Date

VII. Action Taken (check as many as apply)

A. Complaint Filed with Police
1 _ Filed by victim(s) 2 _ Filed by school district 3 _ Police notified (No Formal Complaint Filed)

B. School or District Level Action
1 _ Expulsion was recommended 2 _ Suspension 3 _ Perpetrator disciplined by school authority (describe) _____
4 _ Other (describe) _____

C. No Action Taken
1 _ Perpetrator not identified 2 _ Suspect not apprehended

Reviewed by Principal

_____ _____
Signature Date

Reviewed by Chief School Administrator

_____ _____
Signature Date

NEW JERSEY STATE DEPARTMENT OF EDUCATION, DIVISION OF COUNTY AND REGIONAL SERVICES

Chief School Administrator's WHITE Principal's CANARY Participant's copy PINK

BEST COPY AVAILABLE

DEFINITIONS

ARSON—Setting fire to someone's personal property or a building.

ASSAULT—Any placing of another in fear by threat of physical violence or physical violence itself.

ASSAULT WITH A WEAPON—An attempt to physically attack or hurt an individual by employing a weapon, i.e., gun, knife, etc.

ATTEMPTED—An effort or endeavor to accomplish a crime amounting to more than a mere preparation or planning for it.

BATTERY—An unlawful beating or other wrongful physical violence or constraint inflicted on a person(s) without his/her consent.

BOMB OFFENSE—Use of an explosive device, generally, electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric or metal cannister or container. Also a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry Bombs, etc.

BREAKING AND ENTERING—Deliberately removing an obstacle to an entrance followed by entry to a structure owned by another.

COMMITTED—To perpetrate as a crime; to perform as an act.

FIREWORKS—A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."

PERPETRATOR—Any person(s) involved in the deliberate commission and/or actual carrying out of a crime; such as: planning and/or committing an act of violence or vandalism. Also, any person involved in the commission or act of committing a victimless offense.

POSSESSION OF A WEAPON—To have on one's person an instrument which can be used to cause physical injury, harm or destruction to another person or property.

PROPERTY DAMAGE—The wanton, deliberate and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly, thereby causing an economic loss to the school district.

ROBBERY/EXTORTION—The act of taking another's property, in his/her presence, and by the use of violence or threats.

SCHOOL PROPERTY—Any facilities, materials or grounds owned or leased by the school district.

SEX OFFENSE—Subjecting another to sexual contact or exposure without consent.

SUBSTANCE ABUSE—Using or having on the person any of the prohibited drug substances. This includes violations of State and local laws regarding the possession, sale, and use of narcotics and alochol.

THEFT/LARCENY—The unlawful taking of another's property without his/her consent.

TRESPASSING—Unlawful entrance, without permission, onto the property of another.

APPENDIX C

Annual Report of Vandalism, Violence, and Substance Abuse Reporting Instructions

1. Individuals shall fill out the incident report form published by the New Jersey State Department of Education to report an incident of vandalism, violence, and substance abuse.

2. The individual making the report shall sign the report, retain his or her copy, and forward the remaining copies to the district chief school administrator via the building principal.

3. The Annual Report of Vandalism, Violence, and Substance Abuse signed by the chief school administrator of the district shall be forwarded no later than August 15, to the Office of County Superintendent of Schools on the form published by the Department of Education. If no incidents were reported in the district, the annual report must still be filed indicating no incidents to report.

4. The annual report shall be an aggregate of the individual incident reports submitted to the chief school administrator between July 1 and June 30 of the school year.

5. The chief school administrator shall annually, at a public meeting, make a report to the district board of education regarding the incidence of vandalism, violence, and substance abuse reported in the district.

APPENDIX D

Definitions

ARSON	Setting fire to someone's personal property or a building.
ASSAULT	Any placing of another in fear by threat of physical violence or physical violence itself.
ASSAULT WITH A WEAPON	An attempt to physically attack or hurt an individual by employing a weapon, i.e., gun, knife, etc.
ATTEMPT	An effort or endeavor to accomplish a crime amounting to more than a mere preparation or planning for it.
BATTERY	An unlawful ating or other wrongful physical violence or constraint inflicted on a person(s) without his/her consent.
BOMB OFFENSE	Use of an explosive device, generally electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric, or metal canister or container. Also a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry Bombs, etc.
BREAKING AND ENTERING	Deliberately removing an obstacle to an entrance followed by entry to a structure controlled/owned by another.
COMMIT	To perpetrate as a crime; to perform as an act.
FIREWORKS	A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."
PERPETRATOR	Any person(s) involved in the deliberate commission and/or actual carrying out of a crime, such as planning and/or committing an act of violence or vandalism.
POSSESSION OF A WEAPON	To have on one's person an instrument which can be used to cause physical injury, harm, or destruction to another person or property.
PROPERTY DAMAGE	The wanton, deliberate, and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly and thereby causing an economic loss to the school district.
ROBBERY/ EXTORTION	The act of taking another's property, in his/her presence, and by the use of violence or threats.
SCHOOL PROPERTY	Any facilities, materials, or grounds owned or leased by the school district.

SEX OFFENSE	Subjecting another to sexual contact or exposure without consent.
SUBSTANCE ABUSE	Using or having on one's person any of the prohibited drug substances. This includes violations of state and local laws regarding the possession, sale, and use of narcotics and alcohol.
THEFT/LARCENY	The unlawful taking of another's property without his/her consent.
TRESPASSING	Unlawful entrance, without permission, onto the property of another.

APPENDIX E

Directory of Regional Curriculum Services Units

RCSU-North:
240 South Harrison Street
East Orange, New Jersey 07018
(201) 266-8660
Director: Robert Osak

Region served: Counties of Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren

Regional Coordinating County Superintendent: Bernard J. Andrews
Sussex County
(201) 579-6996

RCSU-Central:
200 Old Matawan Road
Old Bridge, New Jersey 08857
(201) 390-6030
Director: Mary Jean Guidette

Region served: Counties of Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset, and Union

Regional Coordinating County Superintendent: Virginia Brinson
Middlesex County
(201) 390-6000

RCSU-South:
Tanyard and Salina Roads
R.R. 4
Box 184-D
Sewell, New Jersey 08080
(609) 629-3133
Director: Charles Ivory

Region served: Counties of Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem

Regional Coordinating County Superintendent: Peter Contini
Gloucester County
(609) 468-6500

APPENDIX F

List of Department Publications

- **Adolescent and School Health Resources - HIV and AIDS - A Cumulation of the AIDS School Health Education Database** (March, 1989) - a resource guide prepared under the direction of the Center for Disease Control of the U.S. Department of Health and Human Services. This guide provides citations, and abstacts of more than 300 resources available to educators through the AIDS School Health Education Database. References include audiovisuals, brochures, pamphlets, reports curricula, teaching, guides, books, and articles that are cross-indexed by title, author, corporate authors (agencies or organizations), and key words or selected terms pertaining to issues in HIV/AIDS education.

- **AIDS: Instructional Guide for Teachers Grades 6 through 8** and **AIDS: Instructional Guide for Teachers Grades 9 through 12** (Fall, 1987) - instructional guides for grades 6-8 and grades 9-12. These products result from the joint efforts of the New Jersey State Departments of Health and Education and member organizations of the AIDS Educational Task Force of the New Jersey Department of Health. The guides contain factual information and a resource list providing a variety of supporting materials about AIDS for use by educators.

- **Chemical Health Curriculum Development Grant Program - Final Evaluation Report** (March, 1990) - a report of the major findings of the grant program.

- **Chemical Health Education Resources** (May, 1990) - a resource guide with descriptions of major commercial alcohol and other drug curricula. This guide is designed to assist school communities as they develop programs and curricula to reduce the incidence of risk-taking behaviors among their student populations.

- **The Commissioner's Annual Report to the Governor and Legislature on the Effectiveness of Drug and Alcohol Programs Administered by the Department of Education 1988-89** (June, 1990) - an annual report, as provided for in N.J.S.A. 18A:40A, highlighting the drug and alcohol grant programs for the 1989-90 school year and the major findings on the effectiveness of the program.

- **Educating for an Effective Citizenry - Civics Curriculum Guide** (June, 1990) - a curriculum guide designed to assist districts and school educators in developing, revising, or improving their civics curriculum. The intent of the guide is to encourage districts to infuse the teaching of civics skills into all curriculum areas, to create a civic climate, and to foster active and effective citizenship participation of students in school, community, state, national, and global affairs.

- **Effective Demonstration Schools Grant Program - Evaluation Report: Executive Summary** (April, 1990) - a summary of the findings in the external evaluation of the grant program.

- **Effective Demonstration Schools Grant Program - Internal Evaluation** (April, 1990) - internal reports prepared by department staff for each of the 17 schools participating in the grant program.

- **Elementary Intervention Grant Program - Year One Evaluation Report** (May, 1990) - a report of activities and outcomes of year one of the grant program.

- **Family Life Education: Selected Programs and Practices in New Jersey Public Schools** (Winter, 1987) - a document which assists districts seeking to enhance or improve their programs. The manual provides general descriptions of curriculum models in place in New Jersey public schools and thus enables districts to identify programs similar to their own for advice and information.

- **A Grant Program to Reduce Student Disruption in Schools: Evaluation Reports** (March, 1989) - a report containing the individual evaluation reports prepared by each of the six project directors under the supervision of an external evaluation consultant, as well as an overall program evaluation report prepared by a New Jersey State Department of Education evaluator. Each of the evaluations follows the same basic design of comparing student performance prior to entering the program with student performance during enrollment in the program. These comparisons are often supplemented with additional information on the students at the time they left the program. The evaluation reports have much to offer both to those interested in a thorough description of each program and to those interested in some assessment of the effects of each program on students.

- **Helping Pregnant and Parenting Students Complete their Education - An Intervention Program Guide** (May, 1990) - a resource guide outlining program components and resources that districts will find useful as they develop and implement comprehensive intervention to help pregnant and parenting students remain in school to complete their education.

- **Working Together - Improving Schools** (July, 1989) - a video presentation of the school improvement efforts of six Effective Demonstration Schools Program sites.

APPENDIX G

State Board Resolutions

RESOLUTION

WHEREAS, the goal of a thorough and efficient education is to provide all children the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society; and

WHEREAS, the schools are unique institutions which offer students the opportunity for learning the shared values of a society and for fostering positive and productive behavior that will enable them to fulfill their own potential; and

WHEREAS, the board recognizes the need for the schools to promote an environment for positive student development and achievement that enhances learning and leads to success in schools; now, therefore, be it

RESOLVED, that the State Board of Education encourages each board of education to examine carefully and consider the application of the appended statements of expectations for student behavior, which were developed by an advisory panel representative of educators, parents, students, and legislators, and validated by 21 school districts and their educational communities, through a coordinated effort of the department and the New Jersey Principals and Supervisors Association, and to develop and adopt such a set of statements in accordance with local educational goals as a vital step toward enhancing positive student attitudes and creating an orderly school environment; and be it

FURTHER RESOLVED, that such statements be prominently displayed and distributed in an appropriate form to pupils, staff, and parents or guardians, and form the basis for implementing positive student development programs and activities in each school district.

September 4, 1985

_____
President, State Board of Education

_____
Secretary, State Board of Education

EXPECTATIONS FOR STUDENT BEHAVIOR

Students, parents, school administrators and boards of education all agree that positive student commitment and behavior are essential to effective learning. At the same time, student behavior is often a problem in our schools. We believe that it is important to help students realize that their own attitudes and acts are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parents, all students have the capacity to demonstrate actions which contribute to the effectiveness of schools and the worth of their learning experiences. Commensurate with their maturational levels and individual abilities, all students can behave in ways that enhance the social relationships of the school and facilitate learning.

Therefore, we, the students, parents, teachers, administrators and the board of education of this school district expect all students to fulfill the behavioral expectations of the school community, and to:

- Prepare themselves mentally and physically for the process of learning
- Demonstrate respect for people and property
- Take responsibility for their own behavior and learning
- Use time and other resources responsibly
- Share responsibilities when working as members of a group
- Meet the unique requirements of each class
- Monitor their own progress toward objectives
- Communicate with parents and school personnel about school-related matters

Adopted September 3, 1980

RESOLUTION

WHEREAS, the board recognizes the importance of an orderly school environment to promote learning and ensure the safety of students and staff, and

WHEREAS, an initial step toward more orderly schools is to make sure that the rules which govern the behavior of students and the staff and parental responsibilities in enforcing these rules are understood, and

WHEREAS, the State Board of Education acknowledges that many districts do have policies regarding student conduct, and commends these districts, now therefore be it

RESOLVED, that the State Board of Education encourages each district board of education without a written policy to develop one including a code of conduct. The policy would concern the rights and responsibilities of pupils with respect to all school related activities, including school sponsored functions or functions at other schools involving approved activities. The State Board urges the development of such policies, by September 1983, with the participation of school staff, pupils and parents or guardians, and be it

RESOLVED, that every district board of education be encouraged to distribute the written policy including the code of conduct in appropriate form at no cost to pupils, staff and parents or guardians at least once every three years and to all new staff, pupils and parents or guardians entering the district, and be it

FURTHER RESOLVED, that the Commissioner of Education shall report to the Board annually on the number of districts which have implemented the provisions of this resolution.

_____

President, State Board of Education

_____

Secretary, State Board of Education

RESOLUTION

WHEREAS, one of the state educational goals is that the public schools in New Jersey shall help every pupil in the state acquire an understanding of ethical principles and values and the ability to apply them to his or her own life (N.J.A.C. 6:8-2.1(b)10); and

WHEREAS, Governor Thomas H. Kean, in his 1988 State of the State address, identified character development within schools as a priority and charged Commissioner of Education Saul Cooperman with initiating a program to address this need; and

WHEREAS, the Advisory Council on Developing Character and Values in New Jersey Students was established to identify the values essential for members of our society as we move to the 21st century; to produce a list of values that they recommend as essential to our society and acceptable to the vast majority of New Jersey citizens; and to define a common core of those values which can be incorporated into the school exparience for the character development of our children and youth; and

WHEREAS, Governor Kean issued a proclamation recognizing the Advisory Council's outstanding work and commending its report to the attention of all New Jerseyans; and

WHEREAS, the State Board of Education endorses the Report of the Advisory Counsil on Developing Character and Values in New Jersey Students; now, therefore, be it

RESOLVED, that the State Board of Education recommends that each district board of education establish a citizens' advisory group to develop a program for the implementation of core values in their local community.

September 6, 1989

_____
President, State Board of Education

_____
Secretary, State Board of Education

APPENDIX H

Revised Forms for Reporting, 1990-91

(Revised Forms for Reporting, 1990-91)

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COUNTY AND REGIONAL SERVICES

MISMC010050994

VANDALISM, VIOLENCE AND SUBSTANCE ABUSE INCIDENT REPORT

SCHOOL _____ DISTRICT _____

PLEASE COMPLETE EVERY SECTION AND CHECK AS MANY ENTRIES AS APPROPRIATE

I. Where and When Incident Took Place

A. Location Inside School Facility
1. ___Cafeteria 2. ___Classroom 3. ___Corridor 4. ___Gymnasium 5. ___Lavatory 6. ___Stairwell 7. ___Other location inside school

B. Location Outside School Facility
1. ___On a school bus
2. ___On way to or from school (car or walking)
3. ___Outside school but on school grounds
4. ___Outside school but involved with school related activity.

C. Time and Date of Incident
1. Approximate Time _____ (Circle) ___Unknown (check)
a ___After school hours b ___Before school hours c ___During school hours d ___Weekend or vacation
2. Date of Incident _____

II. Description and Cost of Vandalism

A. Vandalism Description (check all that apply)
1. ___Glass breakage 2. ___Defacing property 3. ___Destruction of property 4. ___Other (describe) _____

B. Cost of Vandalism (estimate to the best of your ability)

III. Type of Incident (Check all that apply)

Vandalism	Violence	Substance Abuse
_____ Arson	_____ Assault	Use of
_____ Bomb Offense	_____ Assault with a Weapon	_____ Alcohol
_____ Breaking and Entering	_____ Threat of Assault	_____ Marijuana
_____ Damage to Property	_____ Fight	_____ Other *(Explain below)*
_____ Firework Offense	_____ Gang Fight	Possession of
_____ Theft/Larceny	_____ Possession of Weapon	_____ Alcohol
_____ Trespassing	_____ Robbery/Extortion	_____ Marijuana
_____ Other Vandalism Offense	_____ Sex Offense	_____ Other *(Explain below)*
	_____ Other Violence Offense	Selling or Distribution of
		_____ Alcohol
		_____ Marijuana
		_____ Other *(Explain below)*

Use the space to describe offenses checked above and to specify damage to property.

IV. Description of Perpetrator(s) and Victim(s)

A. Position, Sex and Age of Perpetrator(s)
1. ____ Staff 2. ____ Student 3. ____ Other (specify) _____
2. ____ Males(s) Age(s) _____
3. ____ Female(s) Age(s) _____

B. Position, Sex and Age of Victim(s)
1. ____ Staff 2. ____ Student 3. ____ Other (specify) _____
2. ____ Males(s) Age(s) _____
3. ____ Female(s) Age(s) _____

V. Physical Injury to Perpetrator(s) and/or Victim(s)

A. Injury to Perpetrator(s)
1. ____ Yes (describe) _____
2. ____ No

B. Injury to Victim(s)
1. ____ Yes (describe) _____
2. ____ No

VI. Person Completing this Form (school employee only)

_____ _____ _____ _____
Signature Title Date

VII. Action Taken (check as many as apply)

A. Complaint Filed with Police
1. ____ Filed by victim(s) 2. ____ Filed by school district 3. ____ Police notified (No Formal complaint Filed)

B. School or District Level Action
1. ____ Expulsion was recommended 2. ____ Suspension 3. ___Perpetrator disciplined by school authority (describe) _____
4. ____ Other (describe) _____

C. No Action Taken
1. ____ Perpetrator not identified 2. ____ Suspect not apprehended

REVIEWED BY PRINCIPAL

_____ _____
Signature Date

REVIEWED BY CHIEF SCHOOL ADMINISTRATOR

_____ _____
Signature Date

Chief School Administrator's - WHITE Principal's - CANARY Respondent's - PINK

BEST COPY AVAILABLE

(Revised Forms - Continued)

DEFINITIONS

ARSON–Setting fire to someone's personal property or a building.

ASSAULT–Threatening another person with physical violence or hurting someone.

ASSAULT WITH A WEAPON–Threatening another person with physical violence or physically hurting someone using a weapon, i.e., gun, knife, etc.

BOMB OFFENSE–Use of an explosive device, generally,electrically fused or self-fusing. Most commonly, greater in size than a "firework" (see definition), and usually encased in wax substance, fabric or metal canister or container. Also, a combination of two or more fireworks detonated simultaneously and equaling or exceeding the explosive power of one-eighth of a stick of dynamite, i.e., two M-80's, four Cherry bombs, etc.

BREAKING AND ENTERING–Deliberately removing an obstacle to an entrance to a school facility and entering the facility.

FIGHT–Two or more persons involved in wrongful physical violence.

FIREWORKS–A self-fusing explosive device, no greater in size than two inches and commercially sold as a "firework."

GANG FIGHT–A fight between two or more members of an identified, organized group.

PERPETRATOR–Any person(s) involved in the deliberate commission and/or actual carrying out of a crime; such as: planning and/or committing and act of violence, vandalism, or substance abuse.

POSSESSION OF A WEAPON–To have on one's person an instrument which can be used to cause physical injury, harm or destruction to another person or property.

PROPERTY DAMAGE–The wanton, deliberate and/or malicious destruction or defacement of school property, rendering it inoperable, unusable, or seriously unsightly, thereby causing an economic loss to the school district.

ROBBERY/EXTORTION–Taking another person's belongings or property, in his/her presence, means of violence or threats.

SCHOOL PROPERTY–Any facilities, materials or grounds owned or leased by the school district.

SEX OFFENSE–Subjecting another to sexual contact or exposure without consent.

SUBSTANCE ABUSE–Use, possession or sale of controlled dangerous substances, alcohol, or anabolic steroids.

THEFT/LARCENY–Taking of another person's belongings or property without his/her consent.

TRESPASSING–Entrance onto school property without permission.